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ABSTRACT

Established by the Council for Cultural Co-operation (CDCC), the working party, composed of representatives from countries of origin and host countries, emphasized the training of teachers of migrant children. Focusing on the fundamental idea of intercultural education, the group aimed to: analyze significant experiments in teacher training in several countries; prepare background dossiers on the culture, civilization, and education systems of countries of origin and host countries, for use by training centers, teacher trainers, teachers, parents, and researchers; organize courses and pilot experiments based on the preceding elements; and formulate recommendations for the CDCC and the Committee of Ministers. This final report (adopted on February 25, 1983) briefly summarizes the group's main activities and provides an introduction to intercultural thinking. The following are summarized: the analysis of significant experiments in training teachers for an intercultural education; dossier for the intercultural training of teachers; organization of teacher training courses and other cooperation activities; creation of a pilot project; compendium of information on intercultural education schemes in Europe; and the final symposium at L'Aquila. Appended are the Committee of Ministers' recommendations to member states on the training of teachers in education for intercultural understanding, notably in a context of migration. (NQA)

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Education of migrant workers' children—
"the training of teachers"

FINAL REPORT
OF THE WORKING GROUP

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Education of migrant workers' children
"The training of teachers"

FINAL REPORT OF THE WORKINC GROUP

by

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"Chargée de mission", Education and reception of migrants
Department of Public Education, Geneva
Chairman of the CDCC Working Group on
"The training of teachers"

and adopted by
the Working Group
at the 11th and final meeting

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1. Introduction

Following work carried out in 1973 and 1974 for the ad hoc Conference on the Education of Migrants (Strasbourg, November 1974) and the recommendations of that conference adopted by the Standing Conference of European Ministers of Education in Stockholm in 1975, a working party was set up by the Council for Cultural Co-operation (CDCC) on the training of teachers of migrants' children.

The membership of this group, comprising experts from several member states, representing both countries of origin and host countries, was as follows:

France: Mr Louis PORCHER, Director of the Centre for Social Sciences, Ecole Normale Supérieure de St Cloud

Federal Republic of Germany: Mr Manfred HOHMANN, Professor of Education (Gesamthochschule), University of Essen

Mr JANSEN, Ministerialrat, Ministerium fur Kultus und Sport, Baden-Wurttemberg

Portugal: Mrs Helene NEVES, Cultural Counsellor, Head of Co-ordination of Portuguese Teaching in France

Sweden: Mr Staffan LUNDGREN, Head of Department, National Swedish Board of Universities and Colleges

Switzerland: Mrs Micheline REY, Chairperson of the working party, 'Chargée de mission ", Education and reception of migrants, Department of Public Education, Geneva.

Turkey: Mr Hamdi BINAY, Asst. Director for External ations and Education Abroad, Ministry of Education

Observers

Yugoslavia: Mrs Milena CVETIC and Mr Vinko ZIDARIC represented Yugoslavia as observers.

The group's terms of reference comprised several articulated elements, viz:

- to analyse significant experiments in teacher training in several countries and to draw conclusions from them;
- to prepare background dossiers on the culture, civilisation and education systems of countries of origin and host countries, for the use of training centres, teacher trainers, teachers, parents and researchers;
- to organise courses and pilot experiments based on the two preceding elements;

- lastly, to formulate recommendations for the CDCC and the Committee of Ministers.

2. A fundamental idea: intercultural education

The fundamental idea on which the group's work focused was that of educational interculturalism, or intercultural education. The teaching provided in countries receiving migrant workers necessarily entails contact with different cultures. Migration is a phenomenon which affects not only migrants themselves but the whole community, in both the host country and the country of origin. It is a process in which two cultures meet, each representing a challenge to the other but in which each also, if it is receptive to other forms of cultural expression, is enriched by the values of the other.

Migrants' problems reflect the problems of our societies, which have such difficulty in reacting to differences without interpreting them in terms of threat or inferiority. There is no point in seeking isolated solutions. Migrants, the native-born population in the host countries and nationals who have remained in their countries of origin are all equally concerned by this meeting of cultures: the isolation or humiliation of the ones will be the failure of the others, just as the fulfilment of the former will constitute the wealth of the latter.

Interculturalism is a comprehensive sociological option. It is not confined to the education of migrants' children, although it does primarily concern them to the extent that intercultural education seems the most appropriate way of achieving the educational objectives of equality of opportunity and cultural development. Intercultural education concerns every child, every teacher, every subject taught, both in countries of origin and host countries.

Accordingly, an intercultural education able to take differences into account and to be receptive to a variety of values seem to us not only necessary, but also extremely positive and fruitful, because it is the only way of responding to the needs of today's and tomorrow's Europe in a world where exchange, mobility and interdependence are increasing.

Clearly, it is not a question either of compelling migrants, both children and adults, to make a show of their origin or to subscribe to their culture of origin, or of imposing any unwanted assimilation in the host country upon them, but of affording them the means to express their own individual or collective personality, their own cultural aspirations and of ensuring the co-operation of the host community and the countries of origin in this quest for identity, freedom and fulfilment.

The main lines of intercultural education that emerged from the group's work may be summed up in a number of proposals, which are operational provided, firstly, that they are given effective official support and, secondly, that they are not considered in isolation but as components of a network of thinking and action which derives its coherence from the plurality of educational, social and cultural interactions and involves all members of the school community - teachers and other staff, teacher trainers, administrators and authorities, pupils, parents - in relation to society as a whole.

The most important (though this list is by no means exhaustive) seem to us to be the following:

- Interculturalism, as regards its educational dimension - to which we shall confine ourselves here - seeks neither to substitute new concerns for the present functions of school, nor to add one more school subject to an already overloaded syllabus. It is a fundamental principle underlying all school activity, which broadens the school's perspective. It is the means whereby the educational institution - from nursery school to university - can best achieve its objectives of democratisation, equality of opportunity and cultural development.

- Interculturalism means mutual recognition of culture of origin and host culture, as differing cultural expressions (of migrants and natives) in one and the same local community. These cultures are never fixed, but creative; they change depending on the interactions at work. It would be wrong to seek to describe and preserve them once and for all. They must be perceived in their dynamic aspect, appreciating the operation of the processes of reinterpretation and reorganisation which pervade them and through which eminently changing situations are experienced.

- Recognition of the equal value of different cultures must not obscure the fact that in reality the cultures of the host countries are in a dominant position vis-à-vis the cultural expressions of migrants and the cultures of their countries of origin. It is important therefore that school, by recognising the various languages and cultures and through the power of legitimation vested in it, should confer enhanced status on the cultures of migrants and their countries of origin.

- Genuine recognition of the various forms of cultural expression by school implies questioning its sociocentric and ethnocentric evaluation criteria, re-examining and broadening its standards (from the point of view of behaviour, social relationships, cultural values and selection factors as well as the very objectives of such selection). Everywhere the school is confronted by problems of failure and selection. These will not find any just solution except through a two-fold movement: from migrants to natives on the one hand, in a process of acculturation and adjustment to the cultural representations functioning in the host community; from the natives to the migrants on the other hand, in a process of recognition, participation and integration of migrants' values, representations and forms of cultural expression.

- The requisite international co-operation should also result in the settlement of questions concerning the equivalence of qualifications.

- While an isolated measure is not in itself intercultural, interculturalism is nevertheless expressed in concrete terms. Nothing is neutral in school organisation, whether it be the recruitment of pupils and their distribution, the framing of curricula and timetables, the disposition of premises, the choice of teaching aids, the provision of resource centres and libraries, the organisation of extra-curricular or out-of-school activities. In fact all aspects of school life lend themselves to intercultural treatment. We shall mention only some of them.

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- The presence of mother tongues in the school has a most important part to play in enhancing the status of migrant cultures, by virtue of their symbolic power of expressing personal and social identity. The integration of the teaching of those languages in the ordinary school curriculum accordingly has very special significance. It recognises the right to speak and to a cultural identity. It is important, therefore, to find practical solutions for overcoming the administrative or educational problems encountered in including classes in the language and culture of origin in the school timetable or, even better, of making such teaching contribute to achieving the school's intercultural aims. The next step is to take into account in the teaching provided to natives the cultural and linguistic knowledge which migrants have been taught in their classes in the language and culture of origin, to incorporate into ordinary teaching elements representing the migrants' cultures, leading to mutual enrichment. Account of migrants' experience should be taken in countries of origin. This would be equally necessary and enriching.

- The various school subjects enable knowledge to be acquired from various angles, whether it be in the so-called exact sciences, the human or social sciences, artistic expression (art, drama, music), religion, etc. In all fields of knowledge it is important, methodologically, to bring out the wide range of possible approaches, to identify stereotypes, to show their incompleteness and their reducing function, to place them in perspective and to offer objective information - for reality is not one-sided.

- Similarly, artistic expression occupies an important place in intercultural education. Intercultural teaching must not be relegated to the fringe of school life and to external, superficial manifestations of folklore, but must enable pupils, through their own sensitivity and their own experience, to discover that all cultures have given rise to comparable art forms. Art, an ideal mode of communication and participation, can provide an excellent means of access to the discovery, recognition and appreciation of different cultures.

- Intercultural activity among children and mutual understanding between pupils depend in fact on the organisation of the teaching team and the quality of co-operation between teachers (and other staff), both native and foreign. However, such co-operation is not automatic. There is often a temptation to abuse the goodwill of the partners, whilst the necessary conditions for co-operation are not fulfilled, eg equivalence of status and working conditions, familiarity with team work, knowledge required by the multi-cultural situation.

- Given the dominance of host cultures over cultures of origin and the cultural expression of migrants, foreign teachers find themselves objectively and hence often subjectively in a position of inferiority. It is consequently all the more important, in order that they may co-operate as equals, to afford them a professional status equivalent to that enjoyed by the native teachers with whom they work. This requirement is linked to a number of problems which need to be resolved between the authorities of the various countries concerned, whether they affect initial or continued training, equivalence of qualifications or salaries.

- Harmonisation is required in the often very dissimilar working conditions enjoyed by foreign and native teachers. They must be such as to enable teachers actually to meet, which implies co-ordinating teaching loads, timetables and curricula, choosing mutually compatible methods and appropriate teaching aids.

- Communication between representatives of different cultures can be hampered by divergences between systems of representation and of values. It is important that foreign and native teachers learn to work in intercultural teams to recognise and to judge their own and their partners' behaviour and knowledge as objectively as possible. They must be able to understand, cope with and overcome the conflicts which necessarily arise out of the confrontation between differing pedagogical practices, and to create solidarity among teachers. Initial and continued training of teachers should prepare them for this.

- The knowledge required by the multi-cultural situation is extremely varied. It includes a knowledge of migration phenomena, the realities with which migrants have to cope, their cultural and social environment and their relations with natives, the various forms of cultural expression involved in the country of origin and the host country, education priorities, methodology, objectives and teaching practices employed in the countries concerned. It is up to teacher training in particular to lay the foundations for such knowledge and to provide teachers with the means to develop it, to bring it up to date, taking into account the richness and diversity of cultures, their interactions and their development. Isolated efforts are not enough, either from the point of view of the target public or of the duration of training. To be effective, intercultural training must concern all teachers, in the host country and the country of origin, it must constitute both the principle and the objective of initial and continued training. As an intercultural approach requires of the teacher both wide cultural knowledge and experience of co-operation, he must be afforded an opportunity to practise it and the means to assimilate its foundations.

- The first thing required of school is to provide good teaching. But its task does not end there. It also has a function of education, acculturation and socialisation. In fact, these are not separate functions; teaching is adequate only if it is receivable and it is receivable only if it takes into account its pupils' learning conditions, cultural and social background, the environment that fashions their experience and their receptivity. School must accordingly be given the means to perform this task. This raises questions of the willingness of teachers to enter into contact with parents, their participation in community life, their inclusion in pedagogical teams made up not only of teachers but also of social workers representing various cultural communities, so as to provide a link between families, the community and the school.

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- From this point of view, moreover, the training of school teachers should be related to the training of adult educators.

- It is important that communication circulate between the school, the family and the community and that there should be no rigid demarcation between a time and place for school on the one hand, and a time and place for leisure and the social life of children, adolescents and adults on the other. Contact with the family is intended to inform parents about intercultural education, but also to involve them as partners, which they are, in the educational process. Similarly, in communication between school and community there is interaction and mutual profit. For the school it is a matter of information and of dispelling prejudice, of placing its resources at the disposal of the community, both migrant and native, of soliciting their co-operation, involving them in the creation, management and development of intercultural activities, but also of learning about its modes of expression so as to help their children enter an authentic world.

- Intercultural operations often relate to needs and situations encountered in the host countries. It must nevertheless be emphasised that interculturalism equally concerns the societies of origin, which are all multicultural and will become more so, owing to the arrival of immigrants from other countries or regions and to the return of some of their own nationals. The very essence of intercultural education, the cultural development of migrants and the cross-fertilisation of cultures and those who express themselves through them is that they transcend frontiers and foster communication.

Intercultural relations can therefore be seen as the cornerstone of the training of teachers who will be dealing with migrant and native-born children. /This was the premise adopted by the group throughout its work./

It started its work in 1977 and completed it in February 1983. The following points show the main operations carried out by the working party either as part of its original terms of reference or on its own initiative in response to needs which became apparent subsequently. Here, however, we can merely draw attention to the key aspects.

3. Analysis of significant experiments in training teachers for an intercultural education and a synthesis

Under the first heading, eight case studies were carried out, selected on the basis of the intercultural criterion. These investigations cover teacher training in France, the Netherlands, Federal Republic of Germany, the United Kingdom, Sweden, Switzerland and the training of Spanish and Portuguese teachers in France.

A summary of this work has been compiled by one of the members of the group, Mr Louis Porcher, and published under the title; «The education of migrant workers' children in Europe: interculturalism and teacher training» (Council of Europe, Strasbourg 1981).

It is divided into two parts; the first explains what is meant by the working party's hypothesis of intercultural education.

It emphasises that while migrant children are in some respects unquestionably different from their native-born friends - because of their nationality (which places them in a special situation at school), their relationship to school life, their language, their country of origin's cultural customs and sometimes their previous schooling - they are in other respects identical to them - through their mental development and personalities and through their economic, social, psychological and biological dependence on adults. What should be done, therefore, is not to give any one of these aspects more weight than the others but to recognise the foreigner and the native as partners.

This means that the training of teachers for intercultural education is directed not only at specialist teachers who would be dealing only with foreign pupils but at all teachers, since they all may at some time have both migrant and native-born children in their classes. It also means fostering cross-fertilisation through the adoption of a receptive attitude and through recognition of other people as being both different and similar.

In the second, Louis Porcher indicates what action is desirable, what decision-makers and training centres might do in practice. Appended are examples, taken from the case studies, of what is currently being done in the field of teacher training.

This publication is one of the key elements in the group's work. It is not just a summary of a few case studies but a discussion about intercultural education, a presentation of the main ideas by which the group's work has been guided and on which its action and its recommendations are founded.

4. Dossier for the intercultural training of teachers

All intercultural training must be founded on a knowledge of the different cultural contexts. However, the school does not have adequate pedagogical tools. For this reason, the working party has compiled background dossiers on the culture, civilisation and education systems of the countries of origin and the host countries for use in this training.

The idea was to assemble information to provide teacher trainers and teachers in both host countries and countries of origin with the means to a better understanding of the situation of children transplanted from one socio-cultural environment to another, with the aim of translating that understanding into more suitable educational action. Apart from their use in teacher training these dossiers can also serve as reference documents for the class, parents, students and researchers.

Seven countries of origin and eight host countries contributed to compiling these dossiers, which comprise three complementary elements:

First element: Collection of data on the socio-cultural background from which migrants and their children come in the country of origin, and on the organisation of education in their countries.

Dossiers concerning this element have been completed for: Cyprus, Finland, Greece, Italy, Portugal, Spain, Turkey.

Second element: Description of the socio-cultural situation prevailing among the native population in the host countries and their organisation of education.

These dossiers have been completed for: Belgium, Denmark, France, Federal Republic of Germany, Luxembourg, Netherlands, Sweden, Switzerland.

Third element: Synthesis designed to pinpoint, bearing in mind the situation left behind and that found in the host countries, the problems facing migrants in the various host countries, with special reference to their children's education and socialisation.

Such dossiers have been compiled covering the socio-cultural situation of migrants and their families in: Belgium, Denmark, France, Federal Republic of Germany, Luxembourg, Netherlands, Sweden, Switzerland.

5. Creation of a pilot project

According to the needs identified, the working party proposed furthering teacher training by means of a pilot project which would in itself be a realisation of the recommendations made. This project comprised: firstly bilateral action research aimed at:

- continuing research in the field, according to the context, in relation to the needs identified by the working party, in a bilateral intercultural mode: one host country/one country of origin;

- to prepare a coherent set of intercultural training materials for teachers in both countries concerned;

- to enable initial and in-service training schemes to be set up;

secondly, individual multilateral actions in the form of courses for trainer tutors, designed to:

- disseminate information and the group's recommendations;

- spread the idea of intercultural education, through meetings between the working party and large numbers of trainers, teachers, school authorities from all the countries affected by emigration;

- evaluate and test the work of the group and the action research teams;

- indicate opportunities for further work.

The bilateral action research was carried out by a Franco-Portuguese team. It is an example of the kind of experiment that ought to be promoted in future. The team's work concerned mutual knowledge of the two cultures, the preparation of socio-cultural data on the situation of migrants, mutual images, the analysis of stereotypes and the construction of less partial and more truthful representations of realities of the host society and of the society of origin. They led up to the preparation and running of a multilateral course, at which the material compiled by the Franco-Portuguese bilateral team was presented, tried out and assessed on the basis of comments from those attending the course. The proposed themes concerning mutual socio-cultural information and mutual images were presented as a prerequisite of training angled towards interculturalism; the themes developed subsequently, such as the exploitation of authentic materials, teaching techniques and intercultural approaches formed a methodological introduction to teaching practice proper.

6. Organisation of teacher training courses dans other co-operation activities

Other training courses were held along the same lines for the purpose of disseminating information, spreading the idea, formulating needs, assessing the group's work and drawing up recommendations.

A Franco-German seminar was held in Strasbourg on 13 October 1979 on the teacher and the migrant child. At Donaueschingen, Council of Europe teacher seminars were held three years running to elucidate the components of the intercultural option and deal in detail with certain aspects:

- a seminar on 24-28 September 1979 on «The Education of migrant children: intercultural pedagogy in the field». The working language was French (Rapporteur: Mr Louis PORCHER);

- a seminar on 22-27 September 1980 on «The education of migrant children». The working language was German (Rapporteur: Mr Manfred HOHMANN);

- a seminar on 19-24 October 1981 on «The training of teachers of the children of migrant workers: cultural values and education in a multicultural society». The working language was English (Rapporteur: Mr J NIELSEN, Lecturer in Islam, Centre for the Study of Islam and Christian-Muslim Relations, Selly Oak Colleges, Birmingham, United Kingdom).

The reports of these three seminars are landmarks in intercultural thinking and in the study of conditions and implementation methods in the field.

The Council of Europe also wanted the group to be represented at various events organised by other sectors of the Council of Europe or under its auspices by member states, so as to make its work known and to establish a link between the various bodies concerned with the education of migrants.

The Chairperson was invited to give an account of the intercultural option to the Colloquy on the problems of second-generation migrants held in Liège (Belgium) by the Council of Europe's Parliamentary Assembly on 9 and 10 April 1979.

The group was represented by Mrs Maria Helena Neves, Mrs Micheline Rey and Mr Louis Porcher (also a member of the Modern Languages Project) at the Symposium on «The teaching of the languages of the host country to adult migrants» held in Hässelby (Sweden) on 15-17 May 1979 by the CDCC's Project Group No 4 (Modern Languages).

Several courses relating to the education of migrant children and teacher-training were held under the CDCC bursaries scheme. An information report was given by a group member at three of these:

i. the Lisbon course (14-18 July 1980), organised by the Portuguese authorities as part of the training of Portuguese teachers preparing to teach Portuguese language and culture to migrant children abroad (group representative: Mrs Micheline Rey);

ii. the Bedford course (4-7 September 1980) on education for a multicultural society, organised by the United Kingdom authorities (group representative: Mr Staffan Lundgren); and

iii. the Ankara course (3-10 November 1980) on the Turkish school system, organised by the Turkish authorities for teachers of Turkish children in host countries (group representative: Mr Manfred Hohmann).

All the members of the group, as well as the Secretariat, have also been invited for various reasons to participate or to lead courses, meetings or symposia, locally, nationally and internationally. This work has made a considerable contribution both to making the Council of Europe's work and thinking more widely known and to providing the Council with feedback on reactions and needs in the field.

7. Compendium of information on intercultural education schemes in Europe

The most deeply felt of the problems in the field are lack of information and educational isolation. In order to faithfully reflect the practical concerns of teachers and other workers in the social field, the working group accordingly wanted to have some direct feedback from these on what they thought of the way in which they set about undertaking intercultural work and to make their experience more widely known for the benefit of colleagues working in other spheres. This project led to the presentation - in a collection of articles about intercultural operations in Europe - of a dozen independent schemes that had no direct links with the Council of Europe but were nonetheless carried out on an intercultural basis.

These experiments took place in the Federal Republic of Germany, Sweden, the United Kingdom, Turkey, France, Switzerland and the Netherlands. They dealt with the analysis of intercultural experiments at school, intercultural teaching resources (teacher training, educational tools, libraries) or the role of the school within networks of community schemes for intercultural education.

The projects described in this collection testify to the fact that interculturalism is not «pie in the sky» but is being currently opted for more and more by those in charge of education and the workers in the social field who deal with the co-education of migrant and native children and are concerned with the integration of immigrants into local communities. Undoubtedly, recognition of the equal value of the cultures in question despite the prevailing power relationship, and the mutual knowledge and cultural dialogue which interculturalism presupposes are difficult to achieve. The twelve projects described illustrate the many practical obstacles which have to be overcome by those working for equality of opportunity at school, for the elimination of ethnocentricity and for due attention to be paid to the various forms of cultural expression in a dynamic, mutually enriching relationship. None of the schemes claims to a model one or to offer a definitive solution. Taken together, however, they are useful pointers both as regards conceptualising the intercultural theory and as regards knowledge of real local conditions, of the practical forms which may be taken by measures designed to encourage the development of such education, and of the demands such an option may make. They highlight some of the main trends in intercultural education.

8. Final Symposium at L'Aquila

8. From 10 to 14 May 1982 the working group led a final symposium at L'Aquila, organised by the Italian authorities under the auspices of the CDCC. The relationship between information and stock-taking was methodically emphasised. The aim of the symposium in fact - prompted as ever by the concern to disseminate information more widely - was to describe the group's work and its consequences, to establish direct contact with those who are coping with the practical realities on the spot, to bring about an exchange of ideas and further thinking on the subject through the contributions of each of the participants and to assess the group's work.

The participants confirmed the vital importance of the intercultural option and stressed its general nature. Although they did not want to dwell on terminological questions, they regretted the proliferation of terms wrongly used as synonyms when talking about the subject and which led to confusion and hindered communication. It was pointed out in particular that in the Council of Europe's usage of the terms «multicultural» and «intercultural», the former was in the nature of a description of the situation, our societies currently being in fact multicultural; whereas the intercultural option was in the nature of action - it affirmed the need for interaction between the different components of these societies and, at the same time as being a reference point, represented a method and framework for action.

The intercultural option appeared not only as something which formed part of the Council of Europe's concerns in the cultural sphere but also as being suited to summing up all its work and action. On the one hand, interculturalism defines and epitomises the nature of the Council of Europe's endeavours since its inception in the sphere of developing human rights, international understanding and the European Cultural Convention; on the

other, it represents a stimulating reference point, method and focus for carrying out all its programmes and projects, whether it be the cultural development of towns, the recognition of minorities (especially gypsies), the mobility of students or the recognition of degrees.

9. Conclusions

On the basis of these various operations and the feedback from them the working party on a document prepared by Mr Horst Jansen adopted at its final meeting the preliminary draft recommendations on the training of teachers for an intercultural education, which will be submitted to the CDCC and the Committee of Ministers.

It should also be noted that its work has led to the establishment of a new project, in which practically all the member states are taking part, based on the intercultural option but embracing a wider range of problems: CDCC Project No. 7 on education and the cultural development of migrants, led by Mr Louis Porcher. Ms Rey, as Chairperson of the working party, participates in the activities of this project group.

As for this final report (also adopted on 25 February 1983), it represents a brief summary of the group's main activities as well as an introduction to intercultural thinking.

APPENDIX I

RECOMMENDATION NO R(84)18 OF THE COMMITTEE OF MINISTERS TO MEMBER STATES ON THE TRAINING OF TEACHERS IN EDUCATION FOR INTERCULTURAL UNDERSTANDING, NOTABLY IN A CONTEXT OF MIGRATION (1)

(adopted by the Committee of Ministers on 25 September 1984 at the 375th meeting of the Ministers' Deputies')

The Committee of Ministers, under the terms of Article 15.b of the Statute of the Council of Europe,

1. Having regard to the European Cultural Convention;

2. Recalling:

   - its Resolution (70)35 on "School education for the children of migrant workers";

   - its Declaration regarding "Intolerance - a threat to democracy" (14 May 1981);

3. Bearing in mind Resolution 1 (1983) of the Standing Conference of European Ministers of Education on "Migrants' education";

4. Noting Recommendation 786 (1976) of the Consultative Assembly of the Council of Europe on "The education and cultural development of migrants";

5. Considering that the societies with multicultural features created in Europe by the population movements of recent decades are an irreversible and generally positive development, in that they may help to further closer links between the peoples of Europe as well as between Europe and other parts of the world;

6. Considering that flourishing relations in all fields, require a fuller understanding of the cultures and ways of life of other peoples, as well as, in the event, of their common cultural heritage;

7. Considering that the presence in schools in Europe of millions of children from foreign cultural communities constitutes a source of enrichment and a major medium and long-term asset, provided that education policies are geared to fostering open-mindedness and an understanding of cultural differences;

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(1) When this Recommendation was adopted, the Representative of the United Kingdom, in application of Article 10.2.c of the Rules of Procedure for the meetings of the Ministers' Deputies, reserved the right of her government to comply with it or not.

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8. Considering the essential role of teachers in helping such pupils to integrate into school and society as well as in developing mutual understanding;

9. Considering it is necessary to prepare teachers for this important task;

10. Considering that, in order to fulfil this task, the training given to teachers should equip them to adopt an intercultural approach and be based on an awareness of the enrichment constituted by intercultural understanding and of the value and originality of each culture;

11. Considering that this intercultural approach should be adopted by all teachers in host countries and countries of origin alike, because it concerns all children;

12. Considering, too, that teachers issuing from migrant populations are particularly suited to creating with their pupils an educational process which takes account of the interaction of the features of their cultures of origin and of their host milieu.

I. RECOMMENDS

A. that the governments of member States (within the context of their educational and legislative systems and their policies and available resources)

1. make the intercultural dimension and the understanding between different communities a feature of initial and in-service teacher-training, and in particular:

1.1 train teachers in such a way that they

- become aware of the various forms of cultural expression present in their own national cultures, and in migrant communities;
- recognise that ethnocentric attitudes and stereotyping can damage individuals and, therefore, attempt to counteract their influence;
- realise that they too should become agents of a process of cultural exchange and develop and use strategies for approaching understanding, and giving due consideration to other cultures as well as educating their pupils to give due consideration to them;

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- become aware of social exchanges existing between the country of origin and the host country not only in the cultural field but also in their historical dimension;

- become conscious of the economic, social, political and historical causes and effects of migration;

- become conscious too of the fact that the active participation of migrant children in two cultures and their access to intercultural understanding depend, to a great extent, on conditions of stay, work and education in the host country;

1.2 put at the disposal of student teachers and teachers all useful information on the cultures of countries of origin (for host countries) and of the host countries (for countries of origin);

1.3 make teachers and pupils more receptive to different cultures by, inter alia, incorporating into teacher training the use of authentic materials (1) and artefacts in the classroom and, thus, enabling them to see their own culture in a new light;

1.4 help student teachers and teachers to understand and appreciate educational approaches other than those in their own countries;

1.5 make student teachers and teachers aware of the importance of direct contacts between school and parents (especially migrants) and train them to establish and maintain such contacts;

2. to encourage the development and use of appropriate materials to support the intercultural approach in the training of teachers and in school in order to give a 'truer' image of the different cultures of their pupils;

3. as far as possible, encourage the setting-up of 'intercultural resource centres' in which documents, information and various teaching aids relating to the different cultures concerned would be available, or encourage existing resource centres to act as such;

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(1) Any objects or documents which are in common use.

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4. where appropriate encourage the holding of national and international seminars and courses on the intercultural approach to education for teachers, teacher trainers, administrators and other persons involved in teacher training, including welfare and labour officers who have close professional relations with migrant families;

5. encourage the setting up of common in-service teacher training courses for both host country and country of origin teachers as well as the training of teachers from the migrant community itself;

6. where appropriate foster exchanges of student teachers, teachers and teacher trainers in order to promote better knowledge and understanding of different cultures and education systems;

7. promote the circulation of the material on intercultural education and training developed under the auspices of the Council of Europe;

B. <u>that the governments of countries of origin</u>:

1. provide teachers, before they leave to teach abroad, with sufficient knowledge of the language, culture and way of life of the host society;

2. prepare these teachers to take account of the fact that teaching their mother tongue to migrants' children in host countries requires an appropriate methodology and to act accordingly;

3. prepare these teachers to act also as intermediaries between school and parents in host countries;

4. pay attention, in teacher training, to the educational problems, including linguistic ones, that can face migrant pupils should they return to the country of origin during their schooling;

C. <u>that the government of host countries</u>:

1. include, in teacher training, appropriate preparation for teaching the host language in a more effective way to children of other linguistic backgrounds and for understanding better the behaviour of pupils from countries where the culture and way of life differ from the host society;

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2. where appropriate, to endeavour to promote suitable opportunities for student teachers and teachers to acquire a basic knowledge of one of the languages of the countries of origin and to reflect upon this learning process, in order to open their minds to another culture and give them a better understanding of the difficulties experienced by migrant children;

3. where appropriate, give attention to the status of teachers from countries of origin, in accordance with national legislation, and to their role in the school community;

4. offer country of origin teachers training opportunities that will enhance their knowledge and understanding of the language, culture, way of life and education system of the host country;

5. encourage, concurrently, the recruitment of teachers from the migrant community to develop, in school curricula, a pedagogy which integrates cultural and linguistic elements of the country of origin in relation to the history of immigration and the culture of the host society.

II. INSTRUCTS

the Secretary General to transmit this recommendation to the governments of those states party to the European Cultural Convention which are not members of the Council of Europe.

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APPENDIX II

Training of teachers in charge of migrants' children

- Information by Mrs REY on the activities of the Working Group "Training of teachers responsible for the education of migrant workers' children" (DECS/EGT (79) Misc 11 revised);

- Study by Mr PORCHER on the education of migrant workers' children in Europe: interculturalism and the training of teachers;

- Report of the 2nd European Seminar for teachers on the education of migrant children: intercultural pedagogy in the field, by L PORCHER, Donaueschingen, 24-28 September 1979 (DECS/EGT (79) 37);

- Report on the 9th European Seminar for teachers on "the education of migrant children" by M HOHMANN, Donaueschingen, 22-27 September 1980 (DECS/EGT (80) 81);

- Report of the 13th European Seminar for teachers: the training of teachers of the children of migrant workers: cultural values and education in a multi-cultural society by J NIELSEN, Donaueschingen, 19-24 October 1981 (DECS/EGT (81) 4);

- Dossiers for the intercultural training of teachers:

  - socio-cultural information

    Belgium (DECS/EGT (79) 103)
    Cyprus (DECS/EGT (79) 105)
    Denmark (DECS/EGT (79) 106)
    Finland (DECS/EGT (79) 108)
    France (DECS/EGT (79) 109)
    Federal Republic of Germany (DECS/EGT (79) 111)
    Greece (DECS/EGT (79) 113)
    Italy (DECS/EGT (79) 114)
    Luxembourg (DECS/EGT (79) 155)
    Netherlands (DECS/EGT (79) 117)
    Portugal (DECS/EGT (79) 119)
    Spain (DECS/EGT (79) 120)
    Sweden (DECS/EGT (79) 121)
    Switzerland (DECS/EGT (79) 123)
    Turkey (DECS/EGT (79) 125)

  - socio-cultural situation of migrants and their families

    Belgium (DECS/EGT (79) 104)
    Denmark (DECS/EGT (79) 107)
    France (DECS/EGT (79) 110)
    Federal Republic of Germany (DECS/EGT (79) 112)
    Luxembourg (DECS/EGT (79) 116)
    Netherlands (DECS/EGT (79) 118)
    Sweden (DECS/EGT (79) 122)
    Switzerland (DECS/EGT (79) 124)

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- Compendium of information on intercultural education schemes in Europe; (DECS/EGT (83) 62) ;

- Course on: "The intercultural training of teachers" (Lisbon, 21-24 September 1981) - Report by Mrs M REY VON ALLMEN (DECS/EGT (82) 11);

- Symposium on: "The intercultural training of teachers" (L'Aquila 10-14 May 1982) - Report by Mrs M REY VON ALLMEN (DECS/EGT (82) 61)

- Final report by Mrs M. REY (doc. DECS/EGT 84) 84).

Meetings held within the framework of the Working Group

1977 : 1st meeting of the Working Group
Strasbourg, 26-27 April 1977

2nd meeting of the Working Group
Strasbourg, 22-23 September 1977

1978 : 3rd meeting of the Working Group
Strasbourg, 5-6 June 1978

1979 : 4th meeting of the Working Group
Strasbourg, 22-23 March 1979

5th meeting of the Working Group
Strasbourg, 18-19 June 1979

6th meeting of the Working Group
Strasbourg, 19-20 November 1979

2nd European Seminar for teachers on "The education of migrant children : intercultural pedagogy in the field"
Donaueschingen, 24-28 September 1979

1980 : 7th meeting of the Working Group
Strasbourg, 26-27 February 1980

8th meeting of the Working Group
Strasbourg, 24-26 November 1980

9th European Seminar for teachers on "The education of migrant children"
Donaueschingen, 22-27 September 1980

1981 : 9th meeting of the Working Group
Strasbourg, 18-20 March 1981

Course on : "The intercultural training of teachers"
Lisbon, 21-24 September 1981

13th European Seminar for teachers on "The training of teachers of the children of migrant workers : cultural values and education in a multi-cultural society"
Donaueschingen, 19-24 October 1981

1982 : 10th meeting of the Working Group
Strasbourg, 13-14 January 1982

Symposium on "The intercultural training of teachers"
L'Aquila (Italy), 10-14 May 1982

1983 : 11th and final meeting of the Working Group
Strasbourg, 23-25 February 1983

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